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**ФОРТЕПИАННАЯ МУЗЫКА
ДЛЯ ДЕТЕЙ И ЮНОШЕСТВА**

**PIANO MUSIC
FOR CHILDREN AND YOUNG PEOPLE**

Выпуск 7
Series 7





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PIANO MUSIC
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Выпуск 7
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ПРЕЛЮДИИ И ФУГИ
Op. 61
PRELUDES AND FUGUES

СОВЕТСКИЙ КОМПОЗИТОР
SOVIET COMPOSER
Москва 1971 Moscow



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О Т А В Т О Р А

(К ЮНЫМ ИСПОЛНИТЕЛЯМ ЭТИХ ПЬЕС)

По заглавиям пьес вы, вероятно, уже догадались, что все они имеют не только свою определенную форму (прелюдии и фуги), но и определенное содержание, свою особую, как мы говорим, «программу». Я думаю, что вам будет не только интересно, но и полезно подробнее узнать о том, что же это за программы: ведь мы исполняем музыку тем ярче и выразительнее, чем яснее представляем себе ее содержание, чем точнее знаем, какие мысли и чувства хотим вызвать ею у наших слушателей.

Но сперва я должен хоть кратко объяснить вам, что такое вообще fuga и что такое прелюдия.

Вы, конечно, не раз слушали пение хора и, вероятно, обращали внимание на то, что иногда хор запекает не сразу, не весь одновременно, а по частям, по группам. Сперва начинает петь какая-нибудь одна группа хора, например, басы, потом к ней присоединяется другая группа, потом третья, а если хор, как это часто бывает, разделен на четыре группы (басы, тенора, альты и сопрано), то, в конце концов, и четвертая группа присоединится к остальным голосам. Получается так, словно различные голоса догоняют друг друга, то звуча поодиночке, то сочетаясь по два, по три, то сливаясь в единый многоголосный хор.

В музыке, написанной таким образом, нет «главного голоса» и «аккомпанемента», как это бывает во множестве пьес и песен, которые вам случается играть или петь. В ней, можно сказать, все голоса главные и часто в них поочередно звучит одна и та же основная мелодия. Такая музыка, которая не делится на «главный голос» и «аккомпанемент», в которой все голоса равноправны, называется музыкой полифонической.

Фуга и представляет собой один из наиболее интересных образцов такой полифонической музыки. Фуги бывают с разным количеством голосов — от двух до пяти и даже больше. Начинается fuga всегда поочередным вступлением всех ее голосов с одной и той же главной мелодией. Это и составляет первую часть фуги, которую мы называем экспозицией. После этого начинается средняя часть фуги — ее называют разработкой, — где главная мелодия развивается, видоизменяется, переходит из одной тональности в другую. И, наконец, наступает третья, заключительная часть фуги — реприза, в которой музыка обычно возвращается в основную тональность и в разных голосах снова звучит главная тема.

Когда вы будете разучивать фугу, разберите ее как можно подробнее: постарайтесь определить границы основных частей — экспозиции, разработ-

ки и репризы; найдите, в каких голосах звучит главная мелодия, как она видоизменяется, в какие тональности переходит. Такой разбор очень поможет вам скорее и легче запомнить музыку фуги наизусть и, конечно, лучше сыграть ее.

Научиться хорошо играть полифоническую музыку очень важно: это вырабатывает в нас умение красиво и выразительно исполнять мелодию независимо от того, где она появляется — в нижних голосах, в верхних или средних, в правой руке или в левой; это учит нас объединять все голоса, сколько бы их ни было, в одно целое — тоже красивое и выразительное.

Мне остается теперь добавить несколько слов о том, что такое прелюдия. Прелюдия — это небольшая пьеса, существующая либо самостоятельно, либо в сочетании с какой-нибудь другой пьесой. Часто прелюдии пишутся вместе с фугами, образуя с ними как бы единое сочинение, хотя и состоящее из двух частей. Иногда прелюдия звучит лишь как вступление к фуге, наподобие вступления рассказчика к самому рассказу, а иногда носит более самостоятельный характер. И если fuga всегда пишется в полифоническом стиле, по особым правилам, то прелюдии пишутся совершенно свободно, в любой форме и вовсе не обязательно в полифоническом стиле.

Теперь, наконец, я могу изложить вам программы шести прелюдий и фуг, вошедших в этот сборник. Почти все эти программы, как вы увидите, связаны с миром юности, с образами пионеров и комсомольцев, иногда — с картинами природы.

Прелюдия и fuga № 1 — «Летним утром на лужайке». Программа здесь очень незатейливая. В прелюдии мне хотелось нарисовать картину мягкой, уютной, еще не проснувшейся лесной лужайки. А вот — с первыми же звуками фуги — словно ожиает лес, просыпается и лужайка. Выбегают зайчата — погреться в первых лучах солнца, порезвиться, попрыгать, погоняться друг за дружкой... А вот, кажется, из неподалеку расположенного пионерского лагеря донеслись звуки утреннего горна... Становится жарко и хочется уйти в тень больших деревьев на опушке — там прохладно, спокойно и тихо...

Прелюдия и fuga № 2 — «Прием в пионеры». Здесь — единственный раз во всем сборнике — прелюдия и fuga имеют свои отдельные подзаголовки. Прелюдия — «Серьезный разговор». Сегодня очень важный и радостный день в жизни октябрят: их только что приняли в пионеры. Вожатый, старший товарищ-комсомолец, ведет с ними серьезный

разговор. Разговор о том, каким должен быть настоящий пионер, как он должен готовить себя к большой трудовой жизни, быть может, рассказывает о героических подвигах юных пионеров в годы Великой Отечественной войны... А fuga — «Праздник». Тут, пожалуй, и пояснять нечего. Что такое праздник, веселье, да еще в такой замечательный день, когда впервые горит на груди алый пионерский галстук, каждый из вас отлично знает и без моих пояснений...

Прелюдия и fuga № 3 — «Вечерняя песня за рекой». Прелюдия, как и ее отзвук после fugи, это — картина природы. Мне она представляется так: вечер, берег реки, солнце уже скрылось, но еще тепло, и слабый свет луны не кажется поэтому холодным... Откуда-то издали, с противоположного берега реки доносится протяжная, лирическая песня. Это началась fuga. Запевают песню мужские голоса, подхватывают низкие женские, потом вступают женские голоса повыше. Песня звучит спокойно и неторопливо. Постепенно она приближается, слышится яснее и громче... Должно быть, это девушки и парни из ближнего села. Хорошо поработав днем в поле, они гуляют сейчас вдоль берега реки. А мы сидим по эту сторону и, затаив дыхание, слушаем их красивое, задушевное пение... Песня приблизилась, прошла мимо нас и снова затихла, словно растаяла в вечернем сумраке... И опять, как вначале, — вечер, берег реки, ласковый свет луны, спокойная тишина...

Прелюдия и fuga № 4 — «В пионерском лагере». Здесь программа не требует особых пояснений. Большинство из вас, вероятно, бывало в пионерских лагерях и потому без труда услышит и в музыке прелюдии, и в музыке fugи отзвуки пионерского горна, звонких пионерских песен, веселых ребячьих игр...

Прелюдия и fuga № 5 — «Рассказ о герое». Это самая серьезная и самая сложная из всех пьес сборника. Ее замысел возник у меня тоже в пионерском лагере — в прославленном Артеке, на берегу Черного моря, в жарком солнечном Крыму. На повороте одной из дорожек, ведущих с горы к морю, стоит белая скульптура — матрос с автоматом в руке. Это — памятник неизвестному моряку, и поставлен он здесь в память обо всех моряках, погибших при обороне Крыма в дни Великой Отечественной войны. И как бы шумно и весело ни шли ребята по этой дорожке из лагеря к морю или обратно в лагерь после купанья, они без всякой команды, без всяких напоминаний смолкают и, сняв белые панамки, в полнейшем безмолвии проходят мимо памятника... Однажды я слышал, как пионервожатая рассказывала ребятам о подвиге и гибели юного комсомольца, одного из тех безвестных героев-моряков, чью память так свято чтят пионеры-артековцы...

В прелюдии мне хотелось нарисовать образ юного героя, картину его подвига и гибели... Кончилась прелюдия, наступила большая, очень большая пауза — это сосредоточенная тишина у памятника, о котором я рассказывал. И началась fuga. Это — рассказ пионервожатой, сначала очень тихий, неторопливый, потом все более и более взвол-

нованный... Да и можно ли без волнения об этом рассказывать?

Прелюдия и fuga № 6 — «Праздник труда». Здесь можно представить себе картину комсомольского субботника. Яркий солнечный день. Как на праздник, вышли на работу веселые, бодрые девушки и юноши. Они добровольно решили посвятить свое свободное время этой работе. Их труд дышит молодой энергией, задорной силой, целеустремленностью...

* * *

В заключение я хочу высказать несколько замечаний, касающихся исполнения этих прелюдий и fug.

О характере исполнения. № 1 — в прелюдии добиваться возможно большего спокойствия, мягкости, ровности; в fugе — игривости, живости, изящества. № 2 — в прелюдии обратить внимание на то, чтобы серьезность исполнения не превратилась в задумчивость — музыка должна здесь звучать убеждающе и даже энергично; в fugе, даже при самом быстром темпе, избегать суетливости. № 3 — в прелюдии и ее отзвуке после fugи следить за тем, чтобы мелодическая линия была певучей и более полнозвучной, чем сопровождающие ее аккорды; в fugе избегать акцентов на сильные доли такта — это поможет сыграть ее певуче и плавно, и добиваться очень постепенной и ровной линии — сперва *crescendo* (приближение песни), потом *diminuendo* (удаление). № 4 — прелюдия и fuga должны исполняться в совершенно одинаковом темпе, за исключением небольшого замедления во второй половине прелюдии, указанного в нотах. В этой непрерывности движения — основная трудность пьесы. № 5 — прелюдия должна звучать очень взволнованно, напряженно и драматично, остановку перед fugой (фермата на до-минорном трезвучии) выдержать как можно дольше. Fугу следует начать очень тихо и сосредоточенно, а потом играть все более и более взволнованно и все время помнить о том, кому эта музыка посвящена. № 6 — самое главное (и, одновременно, самое трудное) в этой пьесе — точнейший ритм, отчетливость, особая четкость звучания. Для этого надо собрать всю свою волю, всю целеустремленность. В прелюдии, при переходе от двухчетвертного движения к трехчетвертному — обратите внимание на то, чтобы длительность четвертей (и в нотах, и в паузах) была абсолютно одинаковой. На протяжении всей прелюдии, а также fugи, которую следует играть чуть быстрее прелюдии, не должно происходить никаких отклонений от взятого темпа.

О кульминациях. Кульминациями, или вершинами, мы называем самые важные точки сочинения, звучащие обычно наиболее значительно и, как правило, наиболее полнозвучно. Зачастую в каждом разделе пьесы (особенно, если пьеса большая) есть своя кульминация, своя вершина. Но из всех этих вершин одна бывает всегда самой большой, самой важной и самой полнозвучной, а более мелкие кульминации оказываются как бы ступеньками, по которым мы взбираемся на высокую, главную кульминацию всего сочинения, рас-

положенную обычно во второй половине пьесы, ближе к ее концу. Вот, например, в фуге № 5 такими ступеньками будет двухтактный мотив, появляющийся в фуге несколько раз (впервые — в 5-м и 6-м тактах). На этом мотиве построена и главная кульминация фуги. А в фуге № 1 все четыре кульминации построены на различной музыке, но обнаружить их очень легко: первая достигает звука *ля* (2-й октавы), вторая — звука *си*, третья — звука *до* и, наконец, четвертая, высшая, — звука *ре*. В каждой прелюдии и в каждой фуге, которые вы будете играть, найдите мелкие кульминации (ступеньки) и главную вершину всей пьесы. Это поможет вам исполнить сочинение ярко и выпукло, так, чтобы оно легко воспринималось вашими слушателями. Сумейте так распределить свои силы, чтобы не растратить их до наступления главной кульминации, которая должна прозвучать как вершина всего сочинения.

О педали. Указания на педаль проставлены лишь в самых важных местах. Так как педализа-

ция в значительной мере зависит от степени художественно-технической подвинутой учащегося, то окончательно установить ее можно только в практической работе над пьесой под руководством педагога.

О темпах. Вопрос о темпах — очень важный вопрос, и часто он вызывает оживленные споры. Не слишком ли медленно? Не слишком ли быстро? На эти вопросы ответить нелегко, так как колебания темпов в ту и другую сторону бывают порой довольно значительными.

Конечно, возможны эти колебания в определенных пределах, устанавливаемых характером музыки и авторскими указаниями. При этом следует помнить, что, как правило, более быстрый темп требует большей легкости, темп более замедленный — большего звукового наполнения, чуть большей тяжести (это замечание относится преимущественно к более или менее быстрой музыке).

Дм. Кабалевский

COMPOSER'S FOREWORD

(TO YOUNG MUSICIANS WHO WILL PLAY THESE PIECES)

It must be clear to you from the titles of the pieces in this collection that, besides a definite form—the form of prelude or fugue—each has definite content, what we usually call a “programme”. I believe that it will be both interesting and useful for you to know just what these programmes are, because you play a piece of music the more expressively and convincingly, the better you realise what the music says and what ideas and emotions you want to arouse in your listeners.

First, however, I would like to explain to you briefly what a prelude and a fugue are.

I am sure that you have heard choral singing more than once and have probably noticed that sometimes a song is started not by the whole chorus but by one of its parts, or groups, followed by the other. For example, one group, say, the basses, begins singing, then another group joins in, then a third. And if, as is often the case, the chorus is divided into four parts (basses, tenors, altos and sopranos), a fourth group finally adds its voices to the performance. It sounds as if the different groups were trying to overtake one another, now one group singing alone, now two groups together, and again all combining in a chorus of many voices (or parts).

A musical composition of the kind I have just described has no “main part” and no “accompaniment”, which you find in most of the songs and pieces you sing or play. We may say that in such music each voice-part is of equal importance, and when its turn comes, each usually performs one and the same “main” melody. The music in which there is no “main part” and no “accompaniment” is called polyphonic.

The fugue is one of the most interesting forms of polyphonic music. Fugues have a varying number of voices (or parts) — from two to five or even more. A fugue always begins with the entries of all the parts stating the same melody one after the other. This is the first section of the fugue, called the exposition. Then comes the middle section of the fugue, called the development. Here the main melody undergoes development, alterations and change of keys. After this comes the third, concluding, section, the recapitulation, where the music returns to the main key and the main melody is again heard in the different voice-parts.

When you learn to play a fugue, do your best to analyse it as fully as possible: try to establish the boundaries of each of its sections—the exposition, the development and the recapitulation,

find out in what voice-part the main melody occurs, what changes it undergoes and to what keys it proceeds. The analysis will make it easier for you to memorize the music and, naturally, to play it better.

It is very important for a musician to learn to play polyphonic music well. This helps you to present a melody expressively and with a beautiful tone no matter where it occurs—in the upper, lower or middle part, in the right or left hand; this also teaches you to combine all voice-parts, regardless of their number, in a harmonious and expressive whole.

Now I would like to say a few words about the prelude. A prelude is a short piece of music; it may be self-contained or followed by some other piece. Composers very often write a prelude and a fugue as a single work consisting of two parts as it were. A prelude precedes a fugue and is either purely introductory, just like a few words spoken before the narrator begins his tale, or is more or less independent. But whereas a fugue is always a piece of polyphonic music composed according to definite rules, a prelude is cast freely in any form and is not necessarily polyphonic.

Now that I have told you about preludes and fugues in general I can describe the programmes of the six preludes and fugues in this collection. You will see that they deal mostly with the life of young people—Young Pioneers and Komsomol members, and also with Nature.

Prelude and Fugue No. 1. “A Summer Morning in a Lawn”.

The programme here is very simple: I wanted to depict in the Prelude a glade in the forest, overgrown with soft green grass. It has not yet cast off the night's sleep. But the very first sounds of the Fugue call the forest to life. The green glade awakes. Baby hares come scurrying out to warm themselves in the rays of the rising sun, to frolick and chase one another in the grass.... The sounds of the reveille come from the Young Pioneer summer camp nearby... It's getting hot... How nice it is to hide from the sun in the deep and quiet shade of the big trees fringing the glade.

Prelude and Fugue No 2. “Becoming a Young Pioneer”.

Number Two is the only instance in this collection where the Prelude and the Fugue have different subtitles. The Prelude is called “A Serious Conversation” and describes a memorable day in the

life of *Oktyabryonoks** who have just been admitted to the Young Pioneer organisation. Their leader, a Komsomol member, is talking to them earnestly about the duties of Young Pioneers, about their future life and work, or perhaps he is telling his young listeners about the heroic deeds of Young Pioneers in the years of the Great Patriotic War. The Fugue is subtitled "Festivity". Now, I think there is little to explain here: each of you knows quite well what festivity is, how to be merry and gay, especially on the day when for the first time in your life you have the red Pioneer tie round your neck.

Prelude and Fugue No. 3. "An Evening Song beyond the River". The Prelude and its reminiscence after the Fugue evoke a picture of Nature. I see before me a river's bank; the sun has hid beyond the horizon but its warmth still lingers, and the moon's mild light therefore does not seem cold.... A drawn-out lyrical song comes from afar, from the other bank. (This is how the Fugue begins.) First we hear men's voices, then low women's voices join in and finally, high women's voices take up the melody. The song is calm and unhurried. Then it grows louder and more distinct: the singers are coming nearer. That must be the lads and young girls from the nearby village. They have done a good day's work and are now strolling on the other bank, singing, while we sit here and listen with bated breath to their sweet song. Here it is, quite close to us.... Then the singers go past, the song has grown fainter as if melting away in the twilight.... Again there is the bank of the river, the mellow moonlight and a deep silence.

Prelude and Fugue No. 4. "In the Young Pioneer Camp". I don't think there is much to explain here: most of you have probably been at Young Pioneer summer camps and will easily hear in the Prelude and the Fugue the sounds of the bugle, merry Pioneer songs and games.

Prelude and Fugue No. 5. "A Story about a Hero". This is the most serious and complex fugue in the collection. I thought it up when I was on a visit at the famous *Artek* Young Pioneer Camp in the sunny Crimea on the shore of the Black Sea. At the turn of the road leading downhill to the sea you come across a white statue of a sailor with an automatic gun in his hands. This is the Monument to the Unknown Sailor, erected in memory of all the sailors who lost their lives defending the Crimea during the Great Patriotic War. And every time a group of Young Pioneers passes the monument on their way to the beach or back to camp after a dip, no matter how merry and talkative they may be, they invariably take off their white caps and pass the Monument to the Unknown Sailor in profound silence. Once I chanced to hear a Young Pioneer leader tell her charges about the heroic death of a Komsomol member, one of the unknown sailors whose memory is held sacred by all the inhabitants of the *Artek*.

I set out to depict in the Prelude the young

hero, his exploit and his untimely death. The Prelude over, there is a hold, the long silence of the Young Pioneers at the Monument. Then comes the Fugue — the Pioneer leader's tale beginning quietly and slowly, and growing more and more agitated. Do you think anyone could tell this tale calmly?

Prelude and Fugue No. 6. "Feast of Labour". Here you should picture to yourselves a group of Komsomol members doing volunteer work on a *Subbotnik*. It is Saturday, a day off, but many young men and women have turned up on this bright and sunny day to participate in collective work for the benefit of their country. Full of energy and high spirits, they work with a will and a purpose.

* * *

Now I would like to tell you how the Preludes and Fugues should be played.

Manner of Playing. No. 1. The Prelude should be performed very calmly, softly and evenly. The Fugue should sound playful, gay and graceful. No. 2. Take care lest the earnestness in the Prelude become thoughtfulness — the music should be insistent, even vigorous; the Fugue should never seem fussy, no matter how quick the tempo. No. 3. Try to make the melodic line in the Prelude songful and more sonorous than the accompanying chords; avoid accenting strong beats in the Fugue, striving for cantilena and fluency. The *crescendo* and *diminuendo* — the song approaching and then receding — should be very gradual and proceed smoothly. No. 4. The Prelude and Fugue should be played in identical tempo; the only exception is the *poco rit.* in the second half of the Prelude. This uninterrupted and uniform movement constitutes the pieces' main difficulty. No. 5. The Prelude should sound highly agitated, tense and dramatic; the hold on the c-minor chord before the Fugue should last as long as possible. The beginning of the Fugue should be very soft and concentrated, then the agitation mounts. In playing it you should always remember to whom this music is dedicated. The most important — and most difficult — about No. 6 is its perfect rhythmic precision, clear articulation and distinctness. You should concentrate all your willpower on achieving this. In passing from duple time to triple time in the Prelude the crotchets — both as notes and rests — should have an absolutely identical time-value. The tempo of the Prelude is somewhat slower than that of the Fugue, but no deviation from the tempo is permissible in either.

Climaxes. Climaxes or culminations are the most important, meaningful, points of a musical work; they are, as a rule, performed with a fuller tone. Generally, each section of a piece (particularly, if the piece is large) has its own climax. Of these, one is the most important, requiring the fullest tone; the lesser climaxes may be compared to steps of a ladder by which we climb to the top, the main climax. This latter usually occurs in the second half of a work, closer to the end. In Fugue No. 5, the lesser climaxes, the steps, fall on the two-bar motive first encountered in bars 5-6; the main climax falls also on this motive. In Fugue No. 1, the climaxes coincide

* *Oktyabryonoks* are children of elementary school training to be Young Pioneers. — *Tr.*

with different musical motives, but they are easy to find: the first goes up to the *a''*, the second, to *b''*, the third, to *c'''* and the fourth reaches *d'''*. So in each of the preludes and fugues which you play try to find the lesser climaxes (the steps) and the main climax, the summit of the whole piece. This will make your performance clear-cut and graphic and bring the music over to your listeners more readily. Store up your forces so that you are not spent before you come to the main climax, the peak of the whole composition.

Pedal. Pedal marks are written only in the most important places. Since the use of the pedal depends largely on the level of the pupil's artistic and technical development, its application should be

decided upon in the process of work under the teacher's direction.

Tempos. The question of tempos is very important and apt to give rise to heated arguments: Isn't the tempo too slow? Isn't it too quick? It is hard to find the correct answer to this question because there may be considerable deviations in both directions. Deviations, naturally, are permissible within certain limits, determined by the character of the music and the composer's directions. It should be borne in mind as a general rule that a quicker tempo requires greater lightness while a slower tempo is associated with a fuller, or heavier, tone (this applies to fairly quick tempos).

Dmitri Kabalevsky

ПРЕЛЮДИЯ И ФУГА 1. PRELUDE AND FUGUE

(двухголосная)

(in Two Parts)

220

Д. КАБАЛЕВСКИЙ Ор. 61

D. KABALEVSKY (1958-1959)

Moderato tranquillo (Умеренно, спокойно)

3
2 5

p dolce legato

mp

Musical score for "The Rose Tree" in G major, 2/4 time. The score is for a piano and voice. The piano part consists of two staves. The first staff has a treble clef and a key signature of one sharp (F#). The second staff has a treble clef and a key signature of one sharp (F#). The piano part begins with a *cresc.* marking. The voice part is on a single staff with a soprano clef and a key signature of one sharp (F#). The voice part begins with a *mf* marking and ends with a *dim.* marking. The score is divided into measures by vertical bar lines. The piano part has a *cresc.* marking in the first measure and a *mf* marking in the last measure. The voice part has a *mf* marking in the first measure and a *dim.* marking in the last measure.

Росо più mosso (Немного скорее)

Musical score for "The Rose Tree" in G major, 4/4 time. The score is for piano and includes a vocal line and a piano accompaniment. The vocal line begins with the lyrics "The Rose Tree" and "The Rose Tree". The piano accompaniment features a melody in the right hand and a bass line in the left hand. The score includes dynamic markings such as *p* (piano) and *mp* (mezzo-piano). The piece concludes with a final chord in the piano part.

The image displays a page of musical notation, likely for a piano piece, consisting of six systems of staves. The notation includes various musical symbols such as notes, rests, and dynamic markings. The key signature is one sharp (F#), and the time signature is 4/4.

The systems are as follows:

- System 1:** Features a treble and bass staff. The treble staff has a melodic line with fingerings 2, 1, 4, and 1. The bass staff has a supporting line with fingerings 2, 1, 2, and 1. A dynamic marking *poco a poco cresc.* is present.
- System 2:** The treble staff continues with fingerings 1, 3, and 3. The bass staff has a melodic line with fingerings 1, 2, 3, and 3. A dynamic marking *mf dim.* is present.
- System 3:** The treble staff has fingerings 1, 2, and 3. The bass staff has fingerings 5 and 1. A dynamic marking *p* is present.
- System 4:** The treble staff has fingerings 4, 4, 2, and 4. The bass staff has fingerings 4, 1, 2, and 1. A dynamic marking *poco cresc.* is present.
- System 5:** The treble staff has fingerings 5, 3, 2, 1, and 5. The bass staff has fingerings 1, 4, 4, 4, 2, and 1. A dynamic marking *mf* is present.
- System 6:** The treble staff has fingerings 3 and 1. The bass staff has fingerings 1 and 1. A dynamic marking *mp* is present.

cresc.

f

poco rit. *a tempo* *poco a poco rit.*

mp

Tempo I (Темп I) *p dolce*

Fad.

ПРЕЛЮДИЯ И ФУГА 2. PRELUDE AND FUGUE (трехголосная) (in Three Parts)

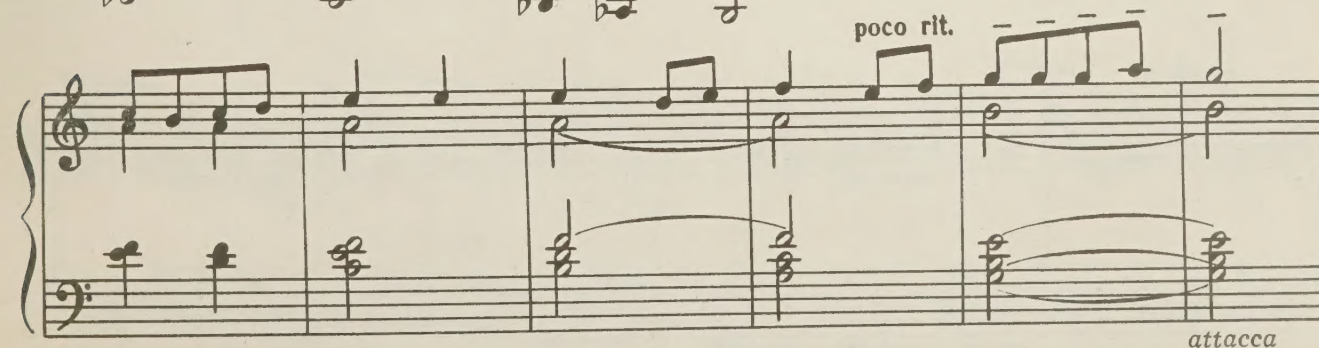
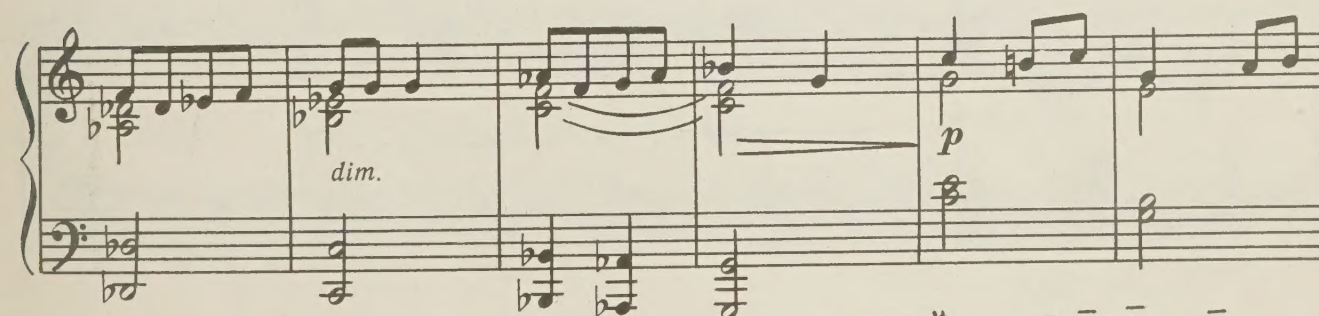
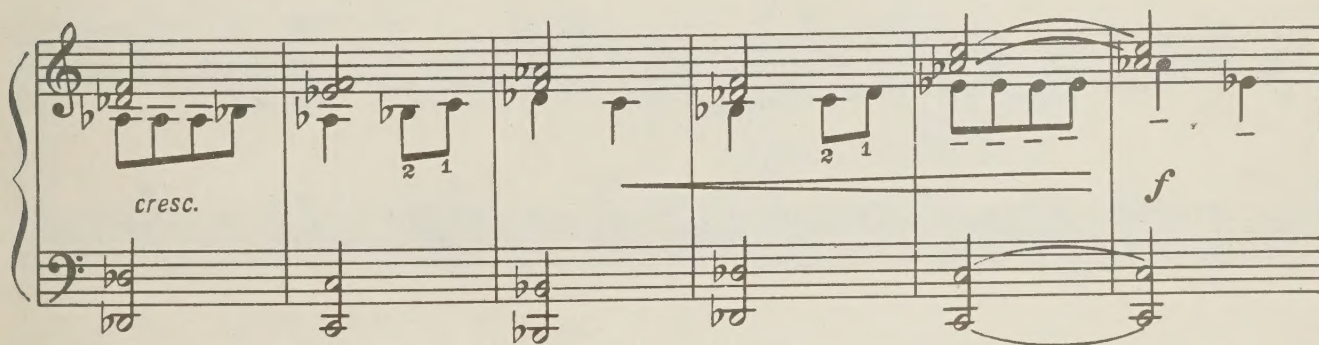
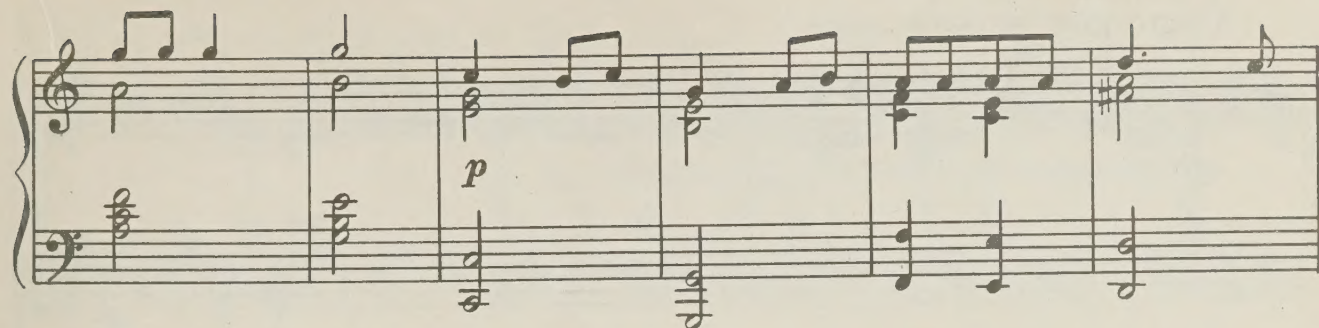
„ПРИЕМ В ПИОНЕРЫ“

“BECOMING A YOUNG PIONEER”

а) Серьезный разговор A Serious Conversation
Andantino maestoso (Не скоро, торжественно)

mf legato

3



б) Праздник Festivity
 Allegro giocoso (Скоро, весело)

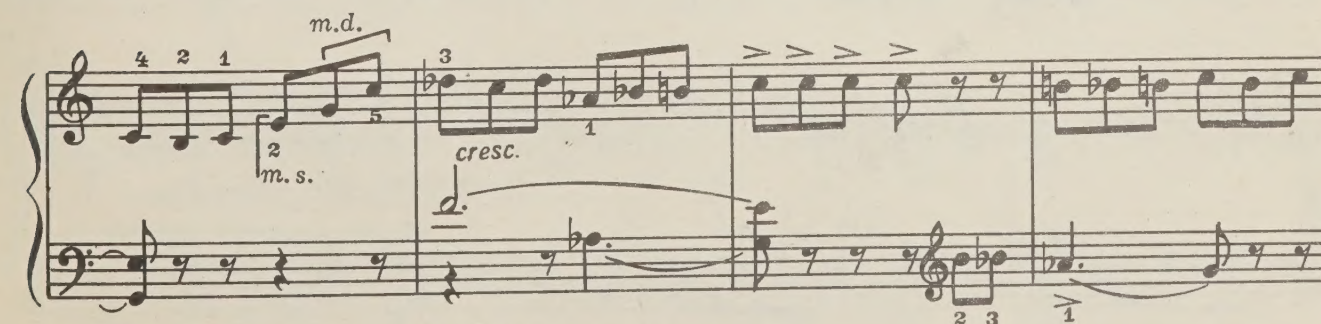
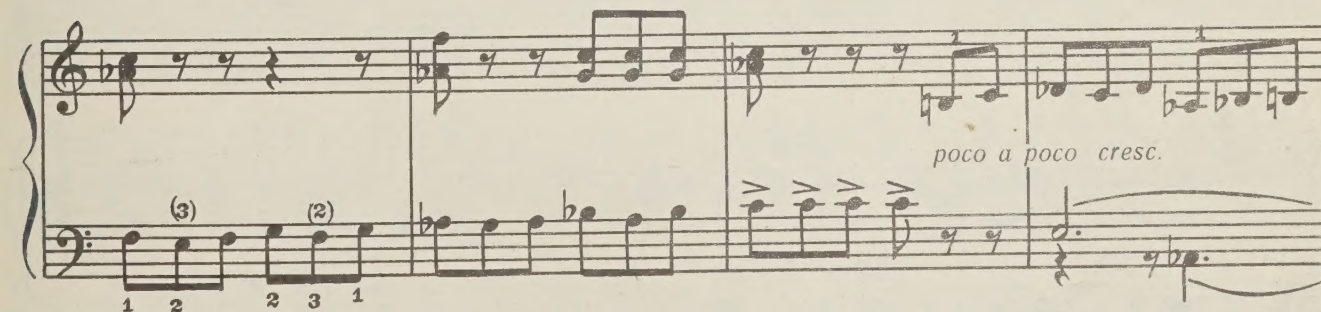
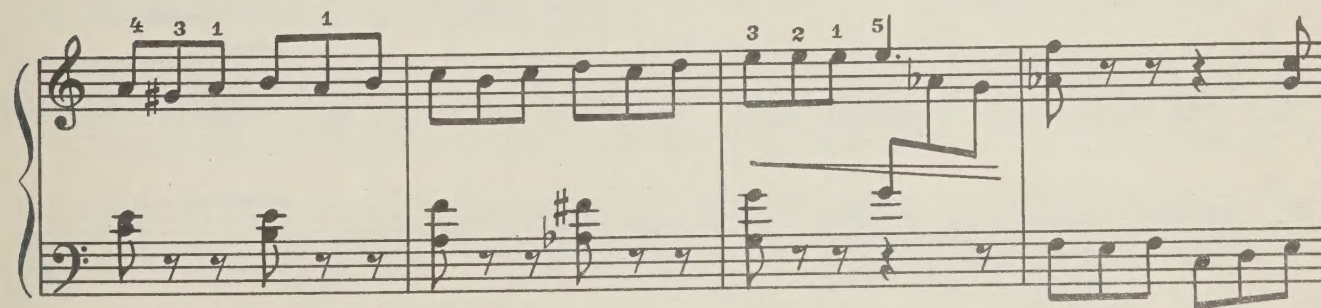
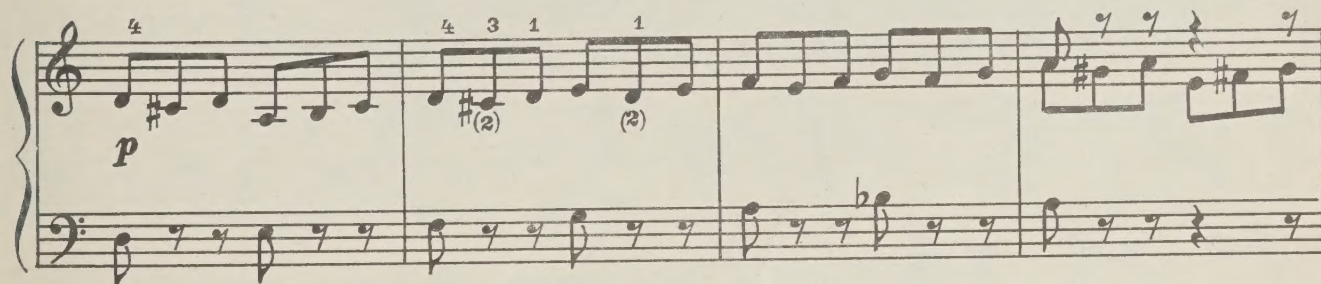
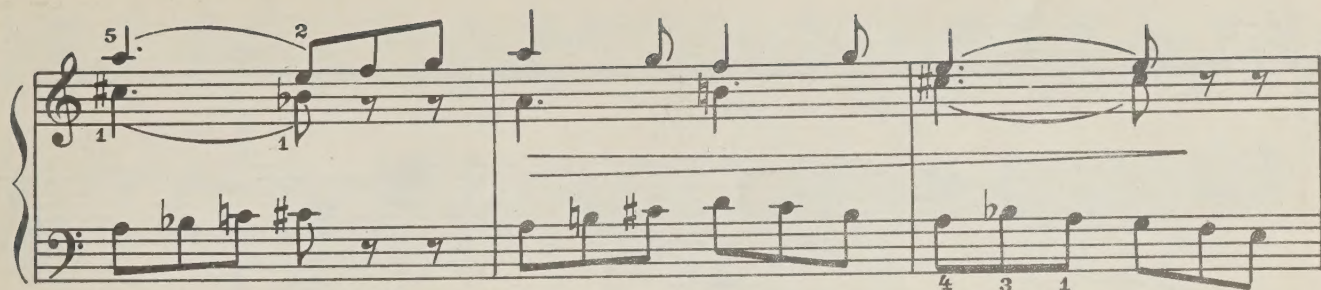
First system of musical notation. The piece is in 6/8 time. The right hand starts with a forte (*sf*) dynamic and a *non legato* marking. Fingerings are indicated by numbers 1-4. The left hand has a simple accompaniment pattern.

Second system of musical notation. Continues the melody and accompaniment. Includes triplets in the right hand and various fingerings.

Third system of musical notation. Features a descending melodic line in the right hand and a more active bass line in the left hand.

Fourth system of musical notation. Includes a *mf* dynamic marking and a *cresc.* (crescendo) instruction. The right hand has a triplet and the left hand has a triplet.

Fifth system of musical notation. The final system on the page, featuring a melodic flourish in the right hand and a triplet in the left hand.



This page contains six systems of musical notation for a piano piece. The notation is written for both the right and left hands on grand staves.

- System 1:** The right hand features a melodic line with fingerings 1, 2, 1, 2, 1. The left hand has a bass line with a first finger (1) and a slur.
- System 2:** The right hand has a series of chords and single notes. The left hand continues the bass line with a first finger (1) and a slur.
- System 3:** The right hand has a melodic line with a forte (*ff*) dynamic marking. The left hand has a bass line with a first finger (1) and a slur.
- System 4:** The right hand has a melodic line with a piano (*p*) dynamic marking. The left hand has a bass line with a first finger (1) and a slur.
- System 5:** The right hand has a melodic line with a first finger (1) and a slur. The left hand has a bass line with a first finger (1) and a slur.
- System 6:** The right hand has a melodic line with a first finger (1) and a slur. The left hand has a bass line with a first finger (1) and a slur.

4

m.d.

m.s.

mf

cresc.

f

ff

sopra

„ВЕЧЕРНЯЯ ПЕСНЯ ЗА РЕКОЙ“ “AN EVENING SONG BEYOND THE RIVER”

Andante sostenuto (Спокойно, сдержанно)

mp cantabile

First system of musical notation. Treble and bass staves. Fingerings: 3, 2, 5-2, 4, 1, 5, 1, 3. A fermata is placed over the final note in the treble staff, with the symbol (Ω) below it. Fingering 2 1 is shown below the bass staff.

Second system of musical notation. Treble and bass staves. Fingerings: 3, 3, 1, 2. The marking *poco più f* is written above the treble staff.

Third system of musical notation. Treble and bass staves. Fingerings: 4, 5, 1, 2, 1, 2. A dashed line indicates a slur or phrasing across the final notes of the treble staff.

Fourth system of musical notation. Treble and bass staves. Fingerings: 5, 4, 2, 4-5, 4-5, 1, 1, 1, 4, 1, 1. A dashed line indicates a slur or phrasing across the first notes of the treble staff.

Fifth system of musical notation. Treble and bass staves. Fingerings: 3, 5, 1, 2, 4, 2, 1. The marking *mf* is written above the treble staff. The marking *espressivo* is written below the bass staff.

Sixth system of musical notation. Treble and bass staves. Fingerings: 5-2, 4, 1, 4, 3, 5, 2, 1, 3, 1, 2, 2. The marking *c 1890 K* is written below the bass staff.

с 1890 к

ПРЕЛЮДИЯ И ФУГА 4. PRELUDE AND FUGUE¹⁹
(двухголосная) (in Two Parts)

„В ПИОНЕРСКОМ ЛАГЕРЕ“ “IN THE YOUNG PIONEER CAMP”

Allegro moderato (Умеренно скоро)

mp

mf

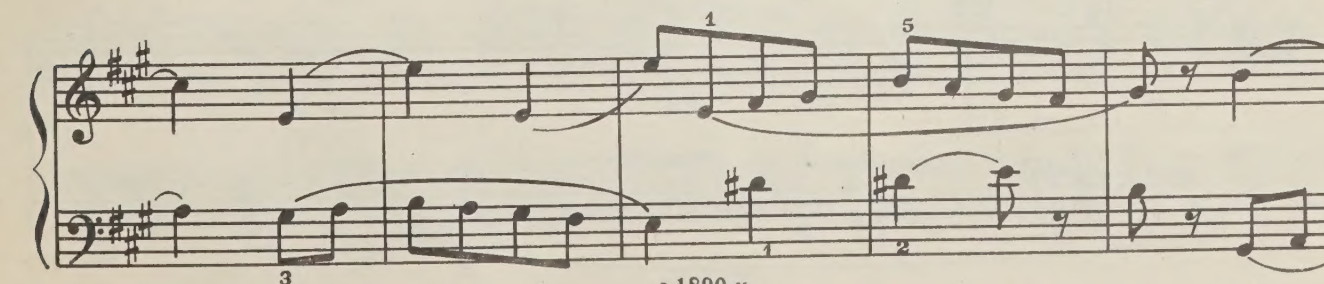
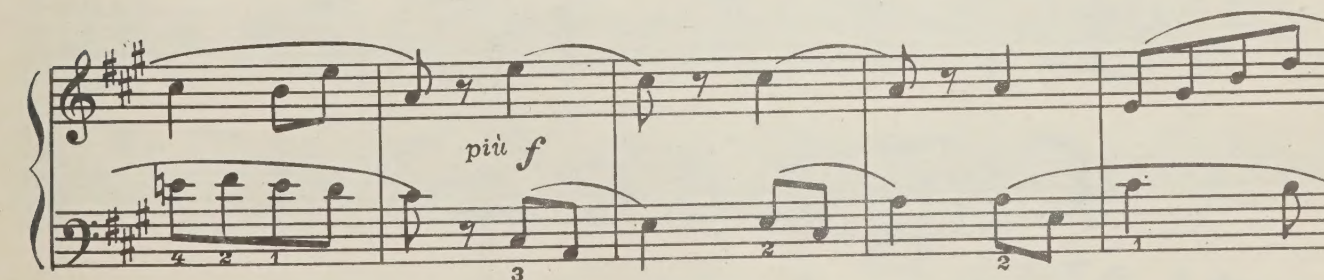
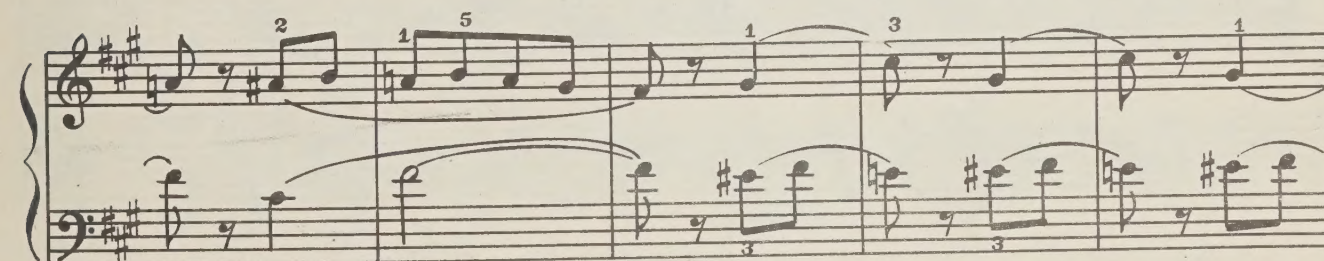
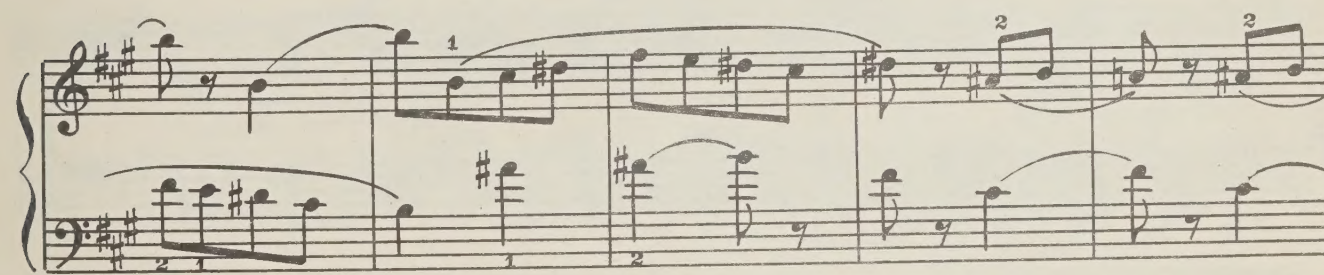
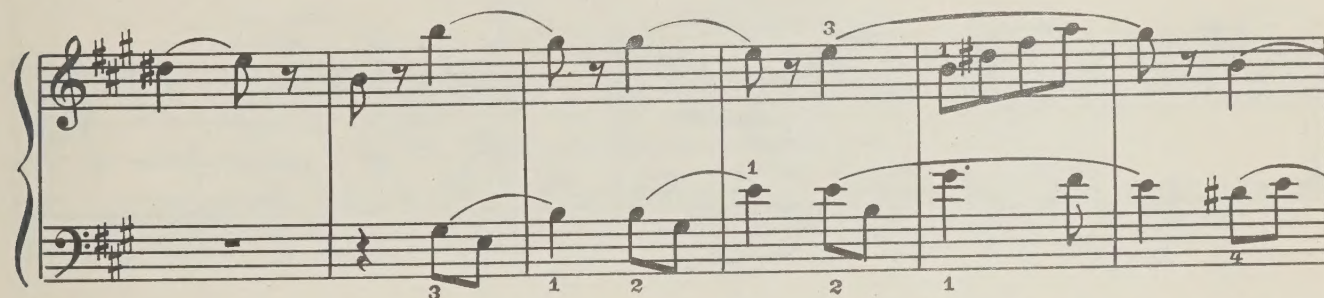
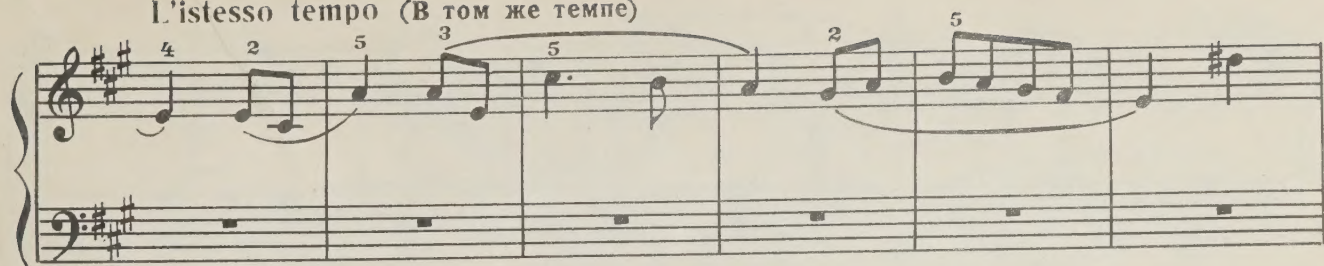
dim.

p

The musical score consists of six systems, each with a treble and bass staff. The key signature is three sharps (F#, C#, G#). The notation includes various musical elements:

- System 1:** Treble staff has a slur over a quarter note and a group of eighth notes. Bass staff has a triplet of eighth notes. Dynamics: *cresc.*
- System 2:** Treble staff has a slur over a group of eighth notes. Bass staff has a triplet of eighth notes. Dynamics: *f*, *dim.*
- System 3:** Treble staff has a slur over a group of eighth notes. Bass staff has a triplet of eighth notes. Dynamics: *mp*
- System 4:** Treble staff has a slur over a group of eighth notes. Bass staff has a triplet of eighth notes. Dynamics: *p*
- System 5:** Treble staff has a slur over a group of eighth notes. Bass staff has a triplet of eighth notes. Dynamics: *poco rit.*, *a tempo*, *mf*
- System 6:** Treble staff has a slur over a group of eighth notes. Bass staff has a triplet of eighth notes. Dynamics: *mp*

L'istesso tempo (В том же темпе)



The image displays a page of musical notation, likely for a piano piece, consisting of six systems of staves. The key signature is two sharps (F# and C#). The notation includes various musical elements such as notes, rests, and fingerings.

The first system shows a treble staff with a melodic line and a bass staff with a supporting line. Fingerings are indicated by numbers 1 through 5. The second system includes dynamic markings *mf* and *p*. The third system continues the melodic and harmonic development. The fourth system features a treble staff with a melodic line and a bass staff with a supporting line. The fifth system includes a treble staff with a melodic line and a bass staff with a supporting line. The sixth system shows a treble staff with a melodic line and a bass staff with a supporting line.

poco a poco cresc.

The musical score consists of six systems, each with a treble and bass staff. The key signature is D major (two sharps). The notation includes various musical notations such as notes, rests, and fingerings. The tempo/mood is indicated by "poco a poco cresc." in the first system. The notation includes many slurs, ties, and dynamic markings like "f" and "p".



ПРЕЛЮДИЯ И ФУГА 5. PRELUDE AND FUGUE

(четырёхголосная)

(in Four Parts)

„РАССКАЗ О ГЕРОЕ“

“A STORY ABOUT A HERO”

Allegro drammatico (Взволнованно, драматично)

First system of musical notation. The right hand features a melodic line with a 5th finger grace note, a triplet of eighth notes, and a 2nd finger grace note. The left hand provides a harmonic accompaniment with chords and single notes. The system concludes with a double bar line and the instruction **Ped.*.

Second system of musical notation. The right hand continues the melodic line with a 5th finger grace note, a triplet of eighth notes, and a 2nd finger grace note. The left hand accompaniment includes chords and single notes. The system concludes with a double bar line and the instruction **Ped.*.

Third system of musical notation. The right hand features a melodic line with a 3rd finger grace note. The left hand accompaniment includes chords and single notes. The system concludes with a double bar line and the instruction **Ped.*.

Fourth system of musical notation. The right hand features a melodic line with a 3rd finger grace note. The left hand accompaniment includes chords and single notes. The system concludes with a double bar line and the instruction **Ped. simile*.

Fifth system of musical notation. The right hand features a melodic line with a 5th finger grace note, a 2nd finger grace note, and a 1st finger grace note. The left hand accompaniment includes chords and single notes. The system concludes with a double bar line and the instruction *espressivo*.

Sixth system of musical notation. The right hand features a melodic line with a 5th finger grace note. The left hand accompaniment includes chords and single notes. The system concludes with a double bar line and the instruction *cresc.*.

First system of musical notation, measures 1-4. The treble staff contains a melodic line with eighth and sixteenth notes. The bass staff contains a harmonic accompaniment with chords and moving lines.

Second system of musical notation, measures 5-8. The treble staff features a melodic line with a slur over measures 6-7. The bass staff has a steady accompaniment. The instruction *f espressivo* is written above the treble staff. The word *sopra* is written below the bass staff.

Third system of musical notation, measures 9-12. The treble staff has a melodic line with slurs and fingerings (1, 2, 3). The bass staff has a harmonic accompaniment. The instruction *meno f* is written above the treble staff.

Fourth system of musical notation, measures 13-16. The treble staff has a melodic line with a slur over measures 14-15. The bass staff has a harmonic accompaniment. The instruction *poco allarg.* is written above the treble staff, and *a tempo* is written above the treble staff at the end of the system. The instruction *ff* is written above the bass staff at the end of the system.

Fifth system of musical notation, measures 17-20. The treble staff has a melodic line with slurs and fingerings (5). The bass staff has a harmonic accompaniment. The instruction ** Ped.* is written below the bass staff at the end of the system.

Sixth system of musical notation, measures 21-24. The treble staff has a melodic line with slurs and fingerings (3, 4). The bass staff has a harmonic accompaniment. The instruction ** Ped.* is written below the bass staff at the end of the system. The copyright notice *c 1890 K* is written below the bass staff.

poco rit.

mf

* Red. * Red.

Andante sostenuto e molto espressivo (Спокойно, сдержанно, очень выразительно)

p cantando, legatissimo

mp

The musical score is written for piano and consists of six systems of staves. The key signature is B-flat major (two flats). The notation includes various musical symbols such as notes, rests, slurs, and fingerings.

Dynamics and performance instructions include:

- mp espressivo* (mezzo-piano, expressive) in the third system.
- poco a poco cresc.* (poco a poco crescendo) in the fourth system.
- m.d.* (maestros) in the fourth system.
- f* (forte) in the sixth system.
- marcato* (marked) in the sixth system.
- meno f e cresc.* (meno forte e crescendo) in the sixth system.

The score includes various musical notations such as notes, rests, slurs, and fingerings. The notation is in a standard musical notation style, with a treble and bass clef for each system.

This page of musical notation is for a piano piece, likely in the key of B-flat major or D-flat major, as indicated by the key signature. The notation is arranged in five systems, each consisting of a grand staff (treble and bass clefs). The piece begins with a tempo marking of "Tempo I (Темп I)" and a dynamic of "ff". The notation includes various musical symbols such as notes, rests, and accidentals. There are several dynamic markings throughout, including "p", "pp", "rit.", "Molto sostenuto (Очень сдержанно)", and "marcatissimo". The piece concludes with a final chord marked "pp".

30 ПРЕЛЮДИЯ И ФУГА 6. PRELUDE AND FUGUE
(трехголосная) (in Three Parts)

„ПРАЗДНИК ТРУДА“

“FEAST OF LABOUR”

Allegro marcato (Скоро, четко)

f poco non legato

cantando

pp *p*

(♩=♩)

с 1890 к

First system of the musical score. The right hand features a melodic line with triplets and a fifth, while the left hand provides a steady accompaniment of chords. The key signature has one flat.

Second system of the musical score. The right hand continues with triplets and a melodic phrase. The left hand has a more active accompaniment. A dynamic marking of *mf* (mezzo-forte) is present.

Third system of the musical score. The right hand has a descending melodic line. The left hand features a complex accompaniment with many beamed sixteenth notes.

Fourth system of the musical score. The right hand has a melodic line with a triplet. The left hand has a steady accompaniment. A dynamic marking of *pp* (pianissimo) is present.

Fifth system of the musical score. The right hand has a melodic line with a triplet. The left hand has a steady accompaniment. A dynamic marking of *pp* (pianissimo) is present.

Sixth system of the musical score. The right hand has a melodic line with a triplet. The left hand has a steady accompaniment. A dynamic marking of *poco a poco cresc.* (poco a poco crescendo) is present.

The musical score is written for piano and consists of six systems of staves. The key signature has two flats (B-flat and E-flat), and the time signature is 2/4. The notation includes various musical symbols such as notes, rests, accidentals, and dynamic markings like *f* (forte). Fingerings are indicated by numbers 1-5. The piece concludes with a double bar line and a fermata on the final note.

Poco più mosso. Marcato (Немного скорее. Очень четко)

*) Все неслогованные ноты исполняются portamento.

This page contains six systems of musical notation for piano. Each system consists of a grand staff with a treble and bass clef. The notation includes various musical elements such as notes, rests, slurs, and fingerings (indicated by numbers 1-5). Dynamic markings like *p* (piano) and *f* (forte) are present. The key signature is one flat (B-flat). The systems are arranged vertically, with the first system at the top and the last system at the bottom. The notation is complex, featuring many slurs and fingerings, suggesting a technically demanding piece.

First system of musical notation, measures 1-4. The upper staff (bass clef) contains a melodic line with eighth notes and a slur. The lower staff (bass clef) contains a bass line with eighth notes and a slur. The dynamic marking *dim.* is present in the first measure.

Second system of musical notation, measures 5-8. The upper staff (bass clef) contains a melodic line with eighth notes and a slur. The lower staff (bass clef) contains a bass line with eighth notes and a slur. The dynamic marking *pp* is present in the second measure.

Third system of musical notation, measures 9-12. The upper staff (bass clef) contains a melodic line with eighth notes and a slur. The lower staff (bass clef) contains a bass line with eighth notes and a slur.

Fourth system of musical notation, measures 13-16. The upper staff (bass clef) contains a melodic line with eighth notes and a slur. The lower staff (bass clef) contains a bass line with eighth notes and a slur. The dynamic marking *poco a poco cresc.* is present in the first measure.

Fifth system of musical notation, measures 17-20. The upper staff (treble clef) contains a melodic line with eighth notes and a slur. The lower staff (bass clef) contains a bass line with eighth notes and a slur.

Sixth system of musical notation, measures 21-24. The upper staff (treble clef) contains a melodic line with eighth notes and a slur. The lower staff (bass clef) contains a bass line with eighth notes and a slur.

First system of musical notation. Treble clef, key signature of one sharp (F#). The melody features a sequence of eighth notes with fingerings 2, 1, 4, 3, 2, 1, 2. A dynamic marking *mp* is present. The bass line consists of chords and single notes with fingerings 1, 4, 1, 3, 5.

Second system of musical notation. Treble clef, key signature of one sharp. The melody includes a slur over a group of notes with a *poco a poco cresc.* marking. The bass line has chords and notes with fingerings 2, 5, 4, 3.

Third system of musical notation. Treble clef, key signature of one sharp. The melody features a slur over a group of notes with fingerings 2, 1, 2, 1. The bass line has chords and notes with fingerings 1, 2, 3, 2, 1.

Fourth system of musical notation. Treble clef, key signature of one sharp. The melody includes a slur over a group of notes with a 4th finger marking. The bass line has chords and notes with fingerings 5, 1, 2, 3, 1.

Fifth system of musical notation. Treble clef, key signature of one sharp. The melody features a series of chords with accents and fingerings 2, 2, 2, 2, 2, 2, 2, 2, 2, 2. The bass line has chords and notes with fingerings 1, 3, 2, 1, 5, 4, 1. The system concludes with four measures of *Ped.* marked with an asterisk.

This image shows a page of musical notation, likely for a piano piece. The notation is arranged in several systems, each consisting of two staves (treble and bass clef). The music includes various notes, rests, and dynamic markings such as 'Ped.' (Pedal) and 'f' (forte). There are also some numerical markings like '1', '2', '3' and '1/3' which might indicate fingerings or specific musical techniques. The page is numbered '1899' at the bottom center.

The musical score consists of six systems of staves, each with a treble and bass clef. The notation includes various musical elements:

- System 1:** Treble staff has notes with accents (>) and a fermata. Bass staff has notes with a 'Ped.' marking and an asterisk (*). A dynamic marking *f* appears in the third measure.
- System 2:** Treble staff has notes with a 'Ped.' marking and an asterisk (*). A dynamic marking *cresc.* appears in the first measure. Bass staff has notes with a 'Ped.' marking and an asterisk (*).
- System 3:** Treble staff has notes with fingerings (1, 2, 3, 4) and a 'Ped.' marking. Bass staff has notes with fingerings (1, 2, 3, 4) and a 'Ped.' marking.
- System 4:** Treble staff has notes with fingerings (1, 2, 3, 4) and a 'Ped.' marking. Bass staff has notes with fingerings (1, 2, 3, 4) and a 'Ped.' marking.
- System 5:** Treble staff has notes with fingerings (1, 2, 3, 4) and a 'Ped.' marking. Bass staff has notes with fingerings (1, 2, 3, 4) and a 'Ped.' marking.
- System 6:** Treble staff has notes with fingerings (1, 2, 3, 4) and a 'Ped.' marking. Bass staff has notes with fingerings (1, 2, 3, 4) and a 'Ped.' marking.

This page contains six systems of musical notation for a piano piece. Each system consists of a grand staff (treble and bass clefs). The notation includes various musical symbols such as notes, rests, accidentals, and dynamic markings like *ff al fine*. Fingering numbers (1-5) are placed above or below notes. A double bar line with repeat dots is at the end of the sixth system.

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Индекс 9—4—1

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